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ABSTRACT

This is an evaluation of the College Bound Program (1969-70), which attempts to upgrade on a massive level the academic performance of disadvantaged high school students in New York City so that they will be prepared for college admission and performance. Unique features of the program include small class size, special guidance services, a family assistant program, a summer program, and cultural enrichment activities. In addition, College Bound is committed to providing admission to college; each student accepted into the program is admitted to a college if he earns an academic diploma, meets Regents Examination requirements, and attains an average of at least 70 percent. The primary goal of this evaluation is to determine whether the College Bound Program materially improved the academic functioning of the students so that they are able to succeed in college. All other evaluation concerns were subsidiary. Among the methods and instruments used were the Metropolitan Achievement Test (MAT), grades, the Regents examinations, and demographic data. The evaluation report concludes that significant differences in MAT scores were found. However, on the Regents' exam, College Bound students did not show any differences on test scores in comparison with the controls. [Not available in hard copy due to marginal legibility of the original document.] (Author/JW)

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COLLEGE BOUND PROGRAM
1969 - 1970

Evaluation of ESEA Title I Projects in New York City 1965

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September 1970

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FOREWORD

Educational experiments and programs are instituted in a social, economic and political setting that is often little considered in the formal reports issued about the program or experiment. It may be helpful to the reader to sketch some of the background related to the establishment of the College Bound Program and the College Bound Corporation.

It has long been known that educational attainment and socio-economic status are linked; the higher one's socio-economic status the more education one would probably receive and the more income one would be likely to earn. The recent relatively rapid changes in the population of large urban centers brought in large number of people of relatively low socio-economic status. Many educators began to feel that an increasingly greater percentage of students were not succeeding according to customary college preparatory standards, and probably for several reasons. These reasons include the retention in school of less-able students, the increased demands placed upon students as curricula were revised, and the change in the nature of the school population. Research findings[1] supported the belief that ineractions occur among teacher attitudes and expectations, the socio-economic status of teacher and pupil, and pupil achievement. It seemed to many people that educational attainment was affected by factors other than the usually expected ones such as pupil motivation, teacher ability, quality and quantity of materials, etc.

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[1] Becker, H.S. Social-class Variations in the Teacher-Pupil Relationship. Journal of Educational Sociology 1952, 25.

Still other economic and political trends interacted with school factors so as to exacerbate these problems. There was an accelerating contraction in the pool of jobs requiring little or no skill, and an increasing demand for trained and educated people. Pressure increased for the removal of barriers based on religion, race or sex so as to open opportunities for better jobs, housing and education.

Perhaps because education was perceived as the primary path to personal advancement, the educational system came under increasing internal and external pressure to improve its effectiveness. The 1954 decision of the Supreme Court in the case of Brown vs. Board of Education was probably a watershed regarding attitudes and expectations of the educational system. Although the decision had no direct consequences for New York City, one visible result was a series of educational experiments in what came to be called "compensatory education." These included the Demonstration Guidance Project and Higher Horizons, both of which were established by the New York City Board of Education. Other projects such as the BRIDGE[1] Project, and College Discovery and Development were the product of joint efforts of the City University or one of its units, and the New York City Board of Education. A fairly complete and relatively recent survey[2] lists many more such programs around the country, at all levels from pre-school to college.

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1 BRIDGE is an acronym for Building Resources of Instruction for Disadvantaged Groups in Education.

2 Gordon, E.W. and Wilkerson, D.A. Compensatory Education for the Disadvantaged N.Y.: College Entrance Examination Board, 1966.

How does the College Bound Program fit into this context? The Demonstration Guidance Project was a pioneer program which brought to bear intensive guidance, enrichment and instructional effort, and was successful in markedly raising the rate at which students were able to enter colleges. It was, however, a limited-term project, not a permanent program. Higher Horizons was an effort to extend and institutionalize many of the features of the Demonstration Guidance Project at a lower per-capita effort and expenditure.

College Bound has a number of distinct features derived from past experiences with prior programs, and some innovative features of its own. In the original announcement[1] Jacob Landers, assistant superintendent, stated "We are not talking about a project" but a "... massive program that will ultimately include all disadvantaged children with college potential." In addition to permanence, the program was designed to provide intensive guidance, enrichment and instructional services to some 3,000 ninth and tenth grade high school students at each grade level at a cost nearly double the usual allotment per high school student. A significant innovative feature of the program was summarized by Richard Plaut, then president of the National Scholarship Service and Fund for Negro Students, who stated[1] "The reason the school system is willing to put so much time and money into the program is that the kids will have some place to go." That is, the students are assured of college placement and other financial aid if they meet the requirements set by the program.

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[1] Buder, L. Schools To Groom 2,000 Poor Youths For College Here. Article in New York Times, February 5, 1967, page 1.

There are two linked, but somewhat independent aspects to College Bound which are embodied in two separate organizations. Chronologically, the first was the College Bound Corporation, a consortium initially composed of 39 colleges and universities, two Roman Catholic school systems and the New York City Board of Education. The College Bound Corporation began with an initial grant of $40,000 from the Carnegie Corporation of New York and is currently financed from private sources. It now comprises over 100 colleges, universities and other organizations, and its purposes are several. These include securing financial aid needed for each student, referring each student's credentials to appropriate colleges, and articulating the various aspects of the College Bound Program with the colleges who are members of the College Bound Corporation. One aspect of this articulation program is the "adoption" plan whereby an individual college or a group of colleges adopt a particular high school in the College Bound Program and provide pre-admission counseling, tutorial assistance and general additional assistance to the high school program.

The College Bound Program is the high school aspect of College Bound. Each of the twenty-seven academic high schools which joined in the program received additional teaching, counseling and secretarial positions in order to reduce class sizes for the College Bound students to the specified maximum (20 or less depending upon the subject). The details of the summer program, the guidance and family assistant program, the curriculum and enrichment program and the other aspects that comprise the College Bound Program are detailed in the report which follows and will not be described at this point. It is important to note that the

high schools have considerable autonomy with regard to many aspects of the College Bound Program within the limits set by the central office regarding such essentials as class size, counselor-student ratio and programming of classes.

A program of this size is inevitably the work of many people. The member colleges, contributors to the College Bound Corporation and the officers and directors of the Corporation are listed on the pages which follow. In addition, the authors wish to note with much appreciation the work of the coordinators and counselors in each of the College Bound schools who, in addition to their regular duties, collected, in one form or another, much of the data that appears in this report. Mr. Henry T. Hillson, former Director of the College Bound Program, provided helpful counsel at many times regarding many aspects of the evaluation program. Mr. Carl Cherkis, current Director of the College Bound Program wrote the chapter on Curriculum in this report. Mrs. Eleanor Edelstein, Assistant Director of the College Bound Program, was often helpful in providing various kinds of information and wrote most of the chapter on the Guidance and the Family Assistant Program. Dr. William Darnell and Dr. B. Allen Benn of Unco, Inc. carried out extensive data processing and data bank operations. Mrs. Margaret Andreozzi prepared the manuscript. Judith Eichel assisted in data collection.

Dr. Samuel D. McClelland, Acting Director of the Bureau of Educational Research and Dr. J. Wayne Wrightstone, Assistant Superintendent in charge of the Office of Educational Research provided general supervision and advice in the conduct of the evaluation.

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INTRODUCTION

History and Goals of the College Bound Program

The College Bound Program is a broadly-based, intensive effort to upgrade the academic performance of disadvantaged high school students in New York City in order to prepare them to gain admission to college and to function well there. The program was announced in February, 1967 and, after intensive planning and preparation, the first 3,000 students were admitted in the fall of 1967. The second group of some 3,000 students were admitted in the fall of 1968.

The program is financed under Title I of the Elementary and Secondary Education Act. For the first year, $3,300,000 was allocated beyond the normal allotment for the 24 high schools and 3,000 students in grades 9 and 10 that were in the program. For the second year, $5,805,000 was allotted for the 26 schools and the 6,000 students in grades 9, 10 and 11. For the third year, $8,500,000 was allocated for the 27 schools* and approximately 9,000 students in grades 9, 10, 11 and 12. The program has been expanded to include students in all four years of high school and it is expected that it will encompass about 10,000 students at an annual cost of approximately $10,000,000 for the fourth year. The first class was graduated from high school in June 1970 and entered college the following September.

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*List of current high schools and coordinators can be found in the Appendix.

Structure and Distinctive Features of the Program

The College Bound Program has a number of unusual features, which are described below:

The College Commitment Each student accepted into the program knows that if he earns an academic diploma, meets Regents Examination requirements and attains an average of at least 70, he will be admitted to a college. This commitment flows from the College Bound Corporation.

Class Size Students in the program are instructed in small class groups not larger than 18 in science and social studies, and 15 or less in language and mathematics. English is given in a double period daily in classes of 20 or less. In many cases the classes are smaller.

Guidance Services A full time licensed guidance counselor is assigned to each group of 100 students in the program to take full responsibilities for all guidance and counseling service. Usually the same counselor continues with this group for the three or four years until they graduate and thus can develop an intimate knowledge of the strengths, weaknesses and problems of the students assigned to her. Further, students who have been accepted into the program and then leave or are discharged for one reason or another, often still have access to the same guidance counselor although they do not participate in other activities or benefits of the program.

The usual rate of high school guidance counselors to students is about 1 counselor to 800 high school students in New York City.

Family Assistant Program Family assistants are para-professional personnel, drawn from the same area as the students, whose main role is to provide a better link between school and home. Working with the counselors, they explain the program to the student's family, work to help resolve home or family problems, and communicate important aspects of the student's school functioning to his family

Academic Assistance In addition to smaller class size, classes are programmed in parallel, i.e., two or three classes of different ability to meet at the same time so that students may readily be moved from their present class to another if that will aid their progress. Tutorial help is given in all schools. This is provided in the school in many instances but, in some cases, students go to specific colleges for tutoring. Carfare to the colleges is provided. Flexibility is exercised regarding rate of progress. Some students may take a year and a half to complete a one year sequence in mathematics, language or science. To improve preparation for mathematics, a year of "pre-algebra" may be given. Experimentation and curriculum innovation are encouraged

at the discretion of teachers and supervisors, but the maintenance of academic standards is strongly encouraged by the Director of the program.

The Summer Program Prior to the start of their high school careers, all students selected for the program are offered a seven week summer session designed to improve their English and mathematics background. As in the regular program, small classes are provided, as well as guidance services, the family assistant program and the cultural program.

Cultural Enrichment A variety of cultural experiences are offered the student. Each school schedules its own activities, but most have a common core including theatre, opera, ballet and art exhibits. Visits are made to industrial sites and college campuses. Some schools have made all-day trips.

Size: Size is a distinctive feature in two ways. Class size is kept small as has already been noted. On the other hand, the College Bound Program is designed to accept about 3,000 students per year to provide a spectrum of intensive services. Other programs are not set up to offer the same intensity of service to as large a student population.

Administrative Structure The College Bound Program is effectively decentralized in a number of ways. Much of the mechanics of the program, such as staff assignment, student selection and replacement, class programming, cultural activities, and curriculum structure, are determined locally, i.e., in the individual high school. The Director of the program provides guidelines and general policy on such matters as class size, curriculum structure, and arranges financial matters for the various schools. The central office acts as a resource center for such areas as guidance materials and concepts, cultural opportunities available and tutoring services and works closely with school personnel.

Open Admissions and College Bound

There is considerable speculation about the open admissions policy of the City University under which all high school graduates who wish to enter a division of the City University will be able to do so. The question arises as to the effect of this policy on the structure, effect and relevance of the College Bound Program. Since one of the distinctive features of the College Bound Program is admission to college without having to meet the usual entrance conditions, one may ask if the program has any further relevance to the high schools in the light of the open admissions policy.

On the other hand, there is a real role for the College Bound Program for several reasons. The open admissions policy is limited to

divisions of the City University, while the College Bound Program encompasses well over 100 colleges and universities, many of which are outside the New York City area. Secondly, the program provides for special preparation and remediation for students prior to their admission to college rather than waiting until college is upon the student who is not adequately prepared. Thirdly, the program, if it is effective, is likely to reduce the dropout rate, thus leading a larger number of students to high school graduation and possible college study.

The Student Population

The students in the College Bound Program were selected according to a number of criteria. These will be discussed in more detail in the next chapter but the most significant dimensions were evidence of academic potential, achievement, ethnic background and economic disadvantage. Only one-fourth to one-third of the group were to be on or above grade level, while one-fourth were to be retarded up to two years in mathematics and reading. The ethnic composition of the group was to reflect the composition of the high school and the students were to come from the poorer areas of the city. These were broad guidelines set down by the central office which were implemented with some degree of flexibility. Students such as these are not likely to be graduated from high school with even a general diploma and are considered high risk students for an academic program. Those that do graduate with an academic diploma are often marginal students with little or no chance to enter college and no financial resources to sustain college study.

There have been observable, long-term trends in academic course enrollment in the city's academic high schools. Ten years before the inception of the College Bound Program, about one-fourth of the graduating classes of eight high schools in the most impoverished areas of the city earned academic diplomas. By the time the program started, this figure had declined to about one-eighth.

One may ask what is the effect on a student who is enabled to go to college. Income is not the only criterion of achievement, yet education and income levels are linked. For many of the College Bound students, high school graduation would be unlikely. It has been shown that non-white males who failed to graduate from high school can be expected to have lifetime earnings of about $105,000, while non-white males who graduate from college can be expected to earn about 32 per cent more.[1] Thus, if the College Bound Program is successful, its effects will be highly visible in the life outcomes of the students.

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[1] Spiegelman, R.G., Garfinkel, M., Kurz, M., and Weiner, S. A Benefit Cost Model to Evaluate Educational Programs. Stanford Research Institute Project 6179, January, 1968.

PROCEDURES

Goals of the Evaluation Program

The primary goal of the evaluation is to determine whether the College Bound Program materially improved the academic functioning of the students to the point of their being able to succeed in college. All other evaluation goals, such as assessment of changes in attitude, vocational interest, aspiration, or behavior, etc. although important, are subsidiary to this main goal. In light of the primary goal, the report is a statement of findings in the second year of a long-term project and a full evaluation of outcomes must await further development and duration of the program.

The evaluation is not designed to be an experimental analysis of the various factors that cause change in academic performance. That is, the evaluation is not designed to partial out the effect of the major variables: the college commitment, the small classes and flexible curriculum sequence, and the intensive guidance. Basically, general outcomes are the main focus of interest. Some comparisons between the College Bound group and control groups have been made, but such comparisons have to be approached with care because of the many factors that affect the interpretation of results.

The evaluation also has several secondary goals. These may be divided into program goals and research goals. Program goals include examination of the implementation of the program, description of interests and attitudes, data on attendance and retention, the family assistant program and college outcomes. Description of interests and

attitudes, and college outcomes will not be considered until later in the evaluation process. Research goals are mainly concerned with instrument development and validation, and the development of predictive indices. This report will indicate the state of development of these instruments but no findings from these instruments are as yet available.

Methods and Instruments

Achievement - Metropolitan Achievement Test, High School Three sub-tests from this test were given at the start of the program and will be given at several points during the course of the program to measure progress. The three sub-tests used are Reading, Mathematical Concepts and Computation, and Mathematics Analysis and Problem Solving. At successive administrations alternate forms of the test will be given. At this point the class that entered in September 1967 has been retested twice and the 1968 entering class has been tested twice.

Subject Matter Grades These are grades received from teachers by College Bound and control students in their major subject courses. The courses include history or social studies, English, mathematics, science and foreign language. Minor subjects such as art, music, health education, shop, etc. have not been considered. Subject grades as measures are influenced by many factors and are generally not comparable from school to school or from program to program (e.g. academic versus general). As measures, they sometimes contain arbitrary or coded information missing in most other indices. For example, in some schools a grade of 39 means failure for excessive absence and 49 means failure for misconduct.

Regents Examinations The Regents examinations fill a need not met adequately by standardized tests or teacher grades. Standardized achievement tests are designed to indicate a general achievement within subject matter areas but are not specific to a particular curriculum. Even when designed to test basic understanding, they are influenced by specific content. Class grades, which partly depend upon class examinations, reflect academic performance within a specific curriculum but are not readily comparable from school to school, teacher to teacher and even class to class. The uniform examinations in specific subject areas issued by the New York State Board of Regents are examinations appropriate to the curriculum in use in New York State and scored according to uniform standards. However, they appear to vary in difficulty from year to year and so are comparable only within years.

Interest - The Wide Range Occupational Preferance Evaluation

The students in the program are known to have a wide range of reading skills which makes many of the usual vocational inventories too difficult for students with lower reading levels. Further, many of these students may be assumed to have a limited experiential background which limits their acquaintance with many occupations. To counteract these problems, the Wide Range Occupational Preference Valuation (WROPE) is being developed. The WROPE consists of a series of occupational names followed by a simply worded description of the major activities of the occupation. For example:

Interpreter: Changes one language into another while someone is speaking.

The job names were taken from the ten categories of the Dictionary of

Occupational Titles (3rd Edition). The initial pool was selected subjectively, by taking those names that did not appear too esoteric or narrow; e.g., coating-machine operator. This large size pool was randomly sampled, within each category, leading to a smaller pool of 102 items. This smaller pool has been given to a sample of about 5,000 boys and girls and the results are being factor-analyzed separately by sex. At this writing, WROPE is still in the process of development, and results of its use will not be included in this report.

Demographic Data Inventory

To secure necessary demographic information, a suitable questionnaire has been developed. Provision has been made for entering various types of parental, household and student data on Optial Scanning forms to facilitate machine tabulations.

Criteria for Selecting the College Bound Students

In describing the College Bound group, it is not sound to consider the group as a homogeneous unit. There are many important dimensions which subdivide the group, including such factors as sex, grade placement, ethnic affiliation and ability level. In addition, there are less obvious factors such as the type of school the student is in, the social climate, etc.

The criteria for selecting the College Bound students were:[1]

a. record of good attendance and conduct; no emotional instability

b. recommendation by feeding schools, community agencies, etc.

c. representation from all major feeding schools; from others, if possible

d. ethnic composition of high school to be reflected in selection

e. pupils to be "disadvantaged" (residing in poorer areas or living under disadvantaged circumstances)

f. approximately 25-35% of groups on and above grade level in reading and arithmetic; 25% retarded 2 years; 40-50% between grade level and 2 years retarded. (Of necessity, flexibility will be needed in this but stay as close to guidelines as possible)

g. include some additional pupils to provide for drop-outs by October

Although no systematic data on item a. exists, some high school personnel observed that a number of the students recommended by the feeding schools were truants or behavior problems. The ethnic population of the high schools was well represented in many cases, although in some schools the College Bound group contained a higher proportion of black and Puerto Rican students than was typical of that school's student body as a whole.

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1 From the memorandum "School Organization, September 1967-June 1968" issued by the College Bound central office.

"Disadvantaged" is a very ambiguous term, but it is often used to denote poverty status and minority group membership. No means test is applied to each student for admission to the program, although knowledgeable school personnel agree that nearly all of the 27 schools in the College Bound Program draw mainly, and often solely, from low-income areas of the city.

The Internal Control Group, Academic This group consisted of a sample of students in the academic track in each College Bound school who resembled the College Bound students in ability, ethnic background and sex, and grade level. This group was used as a comparison group with the total College Bound group. The control sample was composed of students who were in the school's academic program and their progress was assessed not only with school-generated indices such as subject grades, but with the Metropolitan Achievement Test.

A census of the incoming College Bound and control classes was taken in 1967, 1968, and again in 1969. The results of this survey yield basic demographic information about the entering classes. Very close to the allocated number of students was actually taken into the program, about 3,000 new College Bound students and 500 new control students, and the 1967 1968 and 1969 classes were quite similar in demographic characteristics. The bulk of the College Bound students (80 per cent) were other than white, indicating that the program was reaching the appropriate target population ethnically. The control groups were similar to their

associated College Bound groups in grade placement and sex distribution. There were somewhat greater discrepancies with regard to ethnic affiliation but these do not seem to be severe.

The External Control Group, Academic and General In addition, two more control groups were formed. The External Control Groups paralleled the Internal Control Groups except that they were formed in schools that were similar to the College Bound schools but did not have the College Bound Program. These additional control groups were instituted to attempt to get some information on the Hawthorne effect; i.e., changes in behavior brought about by the atmosphere generated by an experiment rather than the experimental treatment itself. Since teachers of College Bound classes also teach non-College Bound classes, some diffusion of College Bound attitudes and approaches may occur. The use of External Control groups is aimed at providing a control group free of these influences. These results will be presented in a subsequent report which will consider more longitudinal outcomes.

Problems

Some of the difficulties encountered in this evaluation have already been indicated; e.g., several schools did not have suitable students to enable establishment of an Academic or General Control group. This in itself indicates something of the nature of the students attending some schools. In attempting to find which schools were comparable to the College Bound schools and which were not in the program, further difficulties were encountered. Four academic high schools were found that were appropriate

in terms of the type of student population and other parameters. One of the four had to be dropped because it already had an experimental intensive guidance program in the school. The following year, this school was taken into the College Bound Program. A second school was included in the External Control school group and provided control data for the first year of the program, but the following year it too was taken into the College Bound Program. The other two schools have not as yet been taken into the program, although one has already been invited.

A second problem relates to accuracy of records. Both general impressions and data reported indicate that achievement scores for some of the students from feeding schools tend to be higher compared with the outcomes of the more controlled testing performed in this evaluation. It may be that the Metropolitan Achievement Test (High School), is not exactly comparable to the Metropolitan Achievement Test-Advanced which was the test last administered in the feeder school.

A third problem has to do with the mass of data acquired on some 9,000 College Bound students and their associated control students. The data are being stored and processed by a computer-based system with self-checking capabilities. The data currently stored on this system is still in the process of being corrected. Once this is done more sophisticated analyses will be possible.

Achievement and Attendance

Achievement Measures-Metropolitan Achievement Test

Academic functioning was evaluated by means of a comparison of College Bound and internal academic control groups on the results of the Metropolitan Achievement Test, High School level. Both the College Bound experimental group and the internal academic control groups entering the program either as ninth or tenth graders in 1967 were initially tested in the middle of the 1967-68 school year with three sub-tests of the Metropolitan Achievement Test battery (MAT), High School, Form A. These tests were Reading, Mathematical Computation and Concepts, and Mathematical Analysis and Problem Solving. The same groups were tested on Form B of the Metropolitan Achievement Test in May-June 1969 and again on Form A in May-June 1970. In the present report the College Bound and control 1967 entrants are compared on the results obtained in the May-June 1970 Testing on the MAT. In addition, analysis of covariance was employed in the comparison of May-June 1970 results, to compensate statistically for initial MAT differences found between the groups on testing in the middle of the 1967-1968 school year.

The 1968 College Bound and control students entering as ninth and tenth graders were tested initially toward the middle of the 1968-1969 school year with Form A of the Metropolitan Achievement Test (MAT). They were again tested with Form B of the MAT toward the end of the 1969-1970 academic year. The analysis of the 1968 entrants is also based on comparisons between the College Bound and control groups, compensating for differences in initial MAT scores obtained the previous year (1968-1969).

Entering Class of 1967 and 1968-Initial MAT Test Scores

Table 1 shows the initial MAT test score results for all ninth and tenth grade entrants in 1967 and 1968. The results are of interest in comparing the beginning status of College Bound and control students, and in comparing 1967 and 1968 entrants. The data of Table 1 do not shed light on the results of the College Bound Program per se. Means and standard deviations of standard scores are presented, and, for comparison across grade levels they have been translated into percentile rankings based on college preparatory norms appropriate for the particular grade in question.

TABLE 1

Initial Metropolitan Achievement Test Results For
9th and 10th Grade Entrants Tested in 1967 and 1968
Number of Students, Standard Scores, Standard Deviations, Percentile Rankings

	Reading		Mathematical Computation and Concepts	
	1967 Entrants	1968 Entrants	1967 Entrants	1968 Entrants
College Bound				
Grade 9				
Number	1955	438	1997	487
Mean	45.3	41.5	41.0	43.2
S.D.	10.8	11.7	11.8	13.6
%ile	31	23	16	20
Grade 10				
Number	1056	347	1102	331
Mean	49.1	47.8	44.5	48.6
S.D.	10.0	10.0	12.5	12.6
%ile	31	29	23	28
Control				
Grade 9				
Number	314	254	319	239
Mean	40.9	39.1	33.0	33.8
S.D.	11.5	12.2	13.2	13.4
%ile	22	18	6	7
Grade 10				
Number	168	87	192	87
Mean	43.0	45.0	37.5	40.8
S.D.	12.6	12.6	13.8	13.8
%ile	19	23	11	15

The results presented in Table 1 indicate that ninth and tenth grade College Bound students in 1968 achieved higher mean scores in mathematics than their control counterparts, and tenth grade College Bound entering students had higher mean reading scores than the corresponding control group.

The results also indicate that entering College Bound and control students are generally less capable in the mathematical than in the reading area.

For all entrants, i.e., ninth and tenth grade College Bound and control students, entering either in 1967 or 1968, it can be said that achievement levels in mathematics and reading are generally quite low in terms of college preparatory norms. Mean percentile levels for all groups in reading range from the 18th to the 31st percentile while mean percentile levels for all groups in mathematics range from the 7th to the 28th percentile.

It would be desirable if the College Bound and control groups were more closely similar in initial score status. However, the College Bound population is so large that it tends to exhaust the numbers of available students of College Bound status.

It is important to note that while the percentile ranking of the control groups is lower than the ranking of the College Bound groups, both percentiles are very low in relation to high school norms. As an educational problem, there is little to choose between the groups.

In addition, it must be noted that the final or criterion scores for the two comparison groups will be statistically equated to compensate for their initial inequality, by means of covariance adjustment.

Post-Test Comparisons (MAT)

Meaningful comparisons between College Bound and control students on post-test MAT scores should account for any initial differences between the groups on initial testing with the MAT. The data in this section will therefore be first presented in terms of comparisons between the groups on (1969-1970) MAT results for all students tested, and then subsequently analyzed by statistically compensating, through an analysis of covariance, for any differences which may exist between experimental and control groups on initial MAT scores. This analysis will permit appropriate adjustments on final scores (1969-1970) so that differences then observed may more appropriately be attributed to the intervention of the College Bound Program, rather than to initially observed differences between groups. This type of analysis requires a pre- and post- measure on all individuals involved. The requirement for pre- and post- score, in addition to the previously mentioned difficulties in obtaining test results for the control students, accounts for the small numbers often observed for the control group in the analysis. The small number of control students employed does not, however, vitiate the validity of the procedure.

Entering Class of 1967-Unadjusted MAT Scores

Ninth and tenth grade College Bound and control students entering in 1967-1968 were tested initially in that year on the Mathematical Computation and Concepts and the Reading subtests of the MAT (Form A). In 1968-1969 they were administered Form B of this test and during the current year (1969-1970) they were again administered Form A. Table 2 presents the results of the 1969-1970 testing for all College Bound and control 1967

entrants who took the test in spring 1970.

Reference to Table 2 indicates that both ninth and tenth grade College Bound entrants in 1967 received substantially higher scores on the reading and mathematical subtests of the MAT when they were re-tested in the spring of 1970. The differences appear more pronounced in mathematical computations and concepts than in reading.

TABLE 2

Comparison of Ninth and Tenth Grade 1967 Entrants
Completing MAT Post-Testing (Spring 1970)
Number of Students, Mean Standard Scores, Standard Deviations

	SPRING 1970 TESTING COLLEGE BOUND	CONTROL
Mathematical Computation and Concepts		
Grade 9		
Number	889	37
Mean	56.3	46.9
S.D.	11.7	12.1
Grade 10		
Number	455	31
Mean	57.5	45.6
S.D.	10.3	15.9
Reading		
Grade 9		
Number	910	38
Mean	55.7	50.5
S.D.	10.7	14.2
Grade 10		
Number	476	21
Mean	56.9	51.9
S.D.	10.3	13.5

Entering Class of 1967-MAT Adjusted Scores

The unadjusted differences presented on the preceding page were further analyzed by statistically adjusting the post-test scores of students of both groups (College Bound and control) on the basis of pre-test scores (1967-1968) received on each of the two MAT subtests respectively.

Table 3 presents the results of the analysis of MAT scores received by the College Bound and control students on post-testing in spring 1970. The mean scores presented in Table 3 differ somewhat from those presented in Table 2. In Table 3 only scores for students completing pre- and post-testing are included and post- test means are adjusted means. The mean scores on Mathematical Computations and Concepts obtained in spring 1970 were statistically adjusted for differences between groups on performance in 1967 on the same subtest. It can be seen that these adjusted means for both the 9th and 10th grade College Bound students are significantly higher than the means for the control students.

A similar comparison in the area of reading revealed no significant difference between College Bound and control groups on adjusted means for 1969 testing. The finding that greater progress was made in mathematics than in reading by the 1967 entrants is consistent with findings reported in the evaluation report of the previous year. It should also be noted that the 1967 entrants (9th and 10th graders) showed more initial deficit in mathematics than in reading.

TABLE 3

Analysis of Covariance of 1969-70 MAT Scores for 1967 College Bound and Control Entrants with 1967 MAT Scores as a Co-Variate

	Pre-Test Mean (1967)	Post-Test Mean (1969)	Adj. Post-Test Mean (1969)	Number	Bet. Grp df	Within Grp df	F	Signif.
Mathematical Computation and Concepts								
9th Grade Entrant								
College Bound	43.5	56.4	56.3	766				
Control	37.3	47.7	51.4	35	1	799	9.45	.01
10th Grade Entrant								
College Bound	47.02	57.60	57.25	390				
Control	39.25	45.75	50.56	28	1	416	18.01	.01
Reading								
9th Grade Entrant								
College Bound	46.6	55.9	55.6	759				
Control	39.2	50.5	55.0	38	1	795	.20	N.S.
10th Grade Entrant								
College Bound	49.5	56.9	56.7	419				
Control	42.5	51.4	55.0	18	1	435	.72	N.S.

Entering Class of 1968-Unadjusted MAT Scores

Ninth and tenth grade College Bound and control students entering in 1968-1969 were initially tested in that year on the Mathematical Computation and Concepts, and the Reading subtests of the MAT (form A). During the current year (1969-1970) they were administered Form B of this test. Table 4 presents the results of the 1969-1970 testing for all College Bound and control 1968 entrants tested in the spring of 1970.

Reference to Table 4 indicates that both 9th and 10th grade College Bound entrants in 1968 received higher MAT scores in the mathematical subtest when re-tested in spring 1970. In the reading area, 9th grade College Bound students outperformed their control counterparts while 10th grade control students performed at approximately the same level as the College Bound students.

TABLE 4

Comparison of Ninth and Tenth Grade 1968 Entrants
Completing MAT Post-Testing (Spring 1970)
Number of Students, Mean Standard Scores, Standard Deviations

	SPRING 1970 TESTING	
	COLLEGE BOUND	CONTROL
Mathematical Computation and Concepts		
Grade 9		
Number	680	52
Mean	47.1	45.5
S.D.	10.8	14.3
Grade 10		
Number	771	31
Mean	55.3	49.3
S.D.	11.7	14.9
Reading		
Grade 9		
Number	746	60
Mean	50.8	50.9
S.D.	10.5	11.1
Grade 10		
Number	789	34
Mean	54.0	49.9
S.D.	10.8	13.9

Entering Class of 1968-Adjusted MAT Scores

Post-test MAT means were further compared by adjusting the post-test scores for College Bound and control 1968 entrants on the basis of pre-test scores (1968-1969) received on each of the two MAT subtests respectively.

Table 5 presents the results of the analysis of covariance of MAT scores received by the College Bound and control students on post-testing in spring 1970. It can be seen that 10th grade College Bound 1968 entrants had significantly higher adjusted post-test means on the mathematical subtest of the MAT. No significant differences were found between 9th grade groups in this area. In a similar comparison of reading subtest scores the College Bound 10th graders were again found to significantly outperform the control 10th grade entrants. No significant difference was found for 9th grade groups.

The following findings suggest that the College Bound Program was effective in improving the relative achievement levels of 1968 10th grade entrants in reading and mathematics.

TABLE 5

Analysis of Covariance of 1969-70 MAT Scores for 1968 College Bound and Control Entrants with 1968 MAT Scores as a Co-Variate

	Pre-Test Mean (1967)	Post-Test Mean (1969)	Adj.Post-Test Mean (1969)	Number	Bet. Grp df	Within Grp df	F	Signif.
Mathematical Computation and Concepts								
9th Grade Entrant								
College Bound	42.28	47.19	47.09	582				
Control	39.38	45.35	46.57	45	1	625	.12	N.S.
10th Grade Entrant								
College Bound	49.32	55.84	55.74	510				
Control	45.89	49.15	50.96	27	1	535	6.71	.01
Reading								
9th Grade Entrant								
College Bound	44.44	51.13	51.05	575				
Control	42.52	51.44	52.35	52	1	625	1.08	N.S.
10th Grade Entrant								
College Bound	49.06	54.29	54.19	557				
Control	45.94	49.16	50.72	32	1	587	4.26	.05

Academic Performance

Academic functioning was further measured by using subject matter grades and Regents examination[1] scores. The results are presented in terms of number of students tested, mean scores obtained in any given subject area, and standard deviations or indices or variations in obtained scores. Regents and course grades were not analyzed, in some cases, by type or level within an area because the small number of students taking such examinations or

[1] Regents examinations are uniform state-wide subject achievement examinations administered by authority of the Board of Regents of New York State.

courses would preclude meaningful analyses. In general, it would appear that the course offerings taken by experimental and control students were comparable. The reader should note in consulting the tables that the number of control students for whom specific course data are available is much smaller than the comparison group of College Bound students. It will be recalled that relatively few students who met the criteria for admission to College Bound were not actually included in the College Bound Program. This made necessary the use of relatively small control groups, especially when the main control group was subdivided according to subject and Regents examination. The normal attrition caused by student mobility, drop-out, change of individual student study program and similar factors also attenuated the size of control groups. No systematic bias appeared to operate to influence the availability of control students. The statistical tests employed made allowances for the discrepancies in numbers of experimental and control students. It is judged, therefore, that the results are dependable as an assessment of the status of the College Bound Program.

It should be noted that in the current evaluation class grades have not been statistically analyzed in terms of differences between means. It was considered that this index of academic performance was subject to individual differences between teachers and schools, andwas therefore not considered a highly standardized measure of performance. In addition, because of the large variation in courses taken and the small number of students in the control group, statistical analyses did not seem advisable.

Regents marks were felt to be a more appropriate measure of academic performance. As in the case of the analysis of post-MAT scores Regents grades were analyzed by covariance procedures by statistically equating groups on initial MAT scores.

Ninth Grade Entering Class of 1967

Regents Marks

Table 6 presents the results of the foreign language, mathematics, and science Regents examinations for 9th grade College Bound and control students entering in 1967 who took these examinations in 1969-1970. When comparisons were made between the College Bound and control students no statistically significant differences were found. It is interesting to note that in all three areas the control students achieved higher means than College Bound students. The average mathematics grade for both the College Bound and control students were below the passing level.

TABLE 6

Ninth Grade Entering Class of 1967
Regents Marks

	COLLEGE BOUND			CONTROL			Diff.	
Course	N	Mean	S.D.	N	Mean	S.D.	Bet. Means	t
For. Lang.	466	70.6	17.4	23	73.1	19.9	-2.5	-.7
Mathematics	559	57.8	21.1	28	61.3	24.2	-3.5	-.8
Science	564	65.2	11.6	30	65.3	14.0	- .1	-.0

Table 7 presents the results of an analysis of covariance comparing 9th grade 1967 College Bound and control entrants on 1969-70 Regents marks while statistically adjusting these means on the basis of MAT pre-test (1967-68) scores. It can be seen that none of the mean differences in

marks observed between groups are statistically significant. The results suggest that the College Bound Program did not materially improve the academic performance of 9th grade 1967 entrants, as reflected in Regents marks.

TABLE 7

Analysis of Covariance of 1969-1970 Regents Marks in Foreign Language, Mathematics and Science for Ninth Grade 1967 College Bound and Control Entrants with 1967 Reading and Mathematics MAT Scores Respectively as Co-Variates

Course	Pre-Test Mean (1967)	Post-Test Mean ('69-'70)	Adj.Post-Test Mean ('69-'70)	Number	Bet. Grp df	Within Grp df	F	Signif.
For. Lang.								
College Bound	46.2	70.6	70.6	373				
Control	45.5	73.1	73.3	23	1	394	.54	N.S.
Mathematics								
College Bound	44.4	57.5	57.6	476				
Control	45.3	61.9	61.3	26	1	500	.95	N.S.
Science								
College Bound	44.6	65.3	65.3	469				
Control	42.9	65.6	66.2	29	1	496	.20	N.S.

Class Grades

The results of the various course grades achieved in 1969-70 by the College Bound and control 9th grade students entering in 1967 are presented in Table 8.

TABLE 8

Ninth Grade Entering Class of 1967
Class Grades

Course	COLLEGE BOUND N	Mean	S.D.	CONTROL N	Mean	S.D.	Diff. Bet. Means
Soc. Stud.	839	75.0	13.0	57	71.4	14.8	3.6
English	906	77.2	11.5	65	72.6	13.7	4.6
For. Lang.	606	72.8	14.5	28	76.6	17.0	-3.8
Math	890	68.1	15.3	43	64.7	18.8	3.4
Science	673	71.7	13.0	33	70.2	16.1	1.5

Tenth Grade Entering Class of 1967

Regents Marks

The results of the foreign language, mathematics and science Regents are presented in Table 9. The differences observed were not found to be statistically significant. It should also be noted that neither the College Bound nor control group achieved passing mean mathematics or science Regents grades.

TABLE 9

Tenth Grade Entering Class of 1967
Regents Marks

	COLLEGE BOUND			CONTROL			Diff.	
Course	N	Mean	S.D.	N	Mean	S.D.	Bet.Means	t
For. Lang.	224	69.8	16.0	11	66.0	14.8	3.8	.8
Mathematics	328	49.3	20.3	17	52.2	19.8	-2.9	-.6
Science	308	59.2	12.1	10	62.9	14.7	-3.7	-.9

Table 10 presents the results of an analysis of covariance comparing 10th grade 1967 College Bound and control entrants on 1969-1970 Regents marks while statistically adjusting these means on the basis of MAT pre-test (1967-68) scores. It can be seen that none of the mean differences in marks observed between groups are statistically significant. The above results suggest that the College Bound Program did not materially improve the academic performance of 10th grade 1967 entrants, as reflected in Regents marks.

Analysis of Covariance of 1969-1970 Regents Marks in Language, Mathematics and Science for Tenth Grade 1967 College Bound and Control Entrants with 1967 Reading and Mathematics MAT Scores Respectively as Co-Variates

	Pre-Test Mean (1967)	Post-Test Mean ('69-'70)	Adj.Post-Test Mean ('69-'70)	Number	Bet. Grp df	Within Grp df	F	Signif.
Language								
College Bound	47.7	69.4	69.4	205				
Control	47.7	65.3	65.3	7	1	210	-.46	NS
Mathematics								
College Bound	46.4	49.5	49.4	268				
Control	43.3	51.9	53.7	14	1	280	.69	NS
Science								
College Bound	47.7	59.2	59.1	253				
Control	39.8	62.9	65.9	10	1	261	3.68	NS

Class Grades

Table 11 shows results for five course areas (social studies, English, foreign language, mathematics and science). The College Bound 10th grade entrants achieved higher mean class grades than the controls in English, foreign language and science, while the controls achieved higher scores in social studies and mathematics.

TABLE 11

Tenth Grade Entering Class of 1967
Class Grades

	COLLEGE BOUND			CONTROL			Diff.
Course	N	Mean	S.D.	N	Mean	S.D.	Bet. Means
Soc. Stud.	404	74.2	11.1	13	75.1	12.0	-.9
English	519	76.7	10.3	15	75.7	7.3	1.0
For. Lang.	190	74.1	14.0	4	62.9	8.3	11.2
Mathematics	408	65.6	14.4	9	66.1	13.6	-.5
Science	265	68.7	12.2	4	63.5	15.0	5.2

Ninth Grade Entering Class of 1968

Regents Marks

The results of the foreign language, mathematics and science Regents are presented in Table 12. Comparisons indicate that the control students achieved significantly higher ($p < .01$) than the College Bound students in science. In foreign language and mathematics control students fared slightly better than the College Bound students although the results are not statistically significant. In the evaluation report of last year which analyzed results for academic year 1968-1969, the College Bound group outperformed the control group in the three areas below. Once again, as in the previous year (1968-1969), mathematics is the area of greatest deficit.

TABLE 12

Ninth Grade Entering Class of 1968
Regents Marks

	COLLEGE BOUND			CONTROL			Diff.	
Course	N	Mean	S.D.	N	Mean	S.D.	Bet.Means	t
For. Lang	641	71.3	17.4	35	72.9	16.5	-1.6	- .5
Mathematics	696	54.3	20.9	41	58.6	22.8	-4.3	-1.3
Science	591	67.8	13.0	36	74.4	13.8	-6.6	-2.9*

* Significant at the .01 level

Table 13 presents the results of an analysis of covariance comparing 9th grade 1968 College Bound and control entrants on 1969-70 Regents marks while statistically adjusting these means on the basis of MAT pre-test (1968-69) scores obtained. It can be seen that no significant differences were found between the groups in mathematics or language Regents. A significant difference, in favor of the control students, was found in science Regents grades. These findings essentially substantiate those

reported on the preceding page where no statistical adjustment was made for initial differences on MAT scores.

TABLE 13

Analysis of Covariance of 1969-1970 Regents Marks in Foreign Language, Mathematics and Science for Ninth Grade 1968 College Bound and Control Entrants with 1968 Reading and Mathematics MAT Scores Respectively as Co-Variates

Course	Pre-Test Mean (1968)	Post-Test Mean ('69-'70)	Adj. Post-Test Mean ('69-'70)	Number	Bet. Grp df	Within Grp df	F	Signif.
For. Lang.								
College Bound	45.5	70.5	70.5	500				
Control	46.7	72.6	72.5	34	1	532	.43	N.S.
Mathematics								
College Bound	42.9	54.8	54.9	564				
Control	45.9	58.5	56.9	38	1	600	.38	N.S.
Science								
College Bound	42.9	67.7	67.8	501				
Control	47.4	75.0	73.3	31	1	530	6.51	.05

Class Grades

The results of the various course grades achieved by the College Bound and control 9th grade students entering in 1968 are presented in Table 14. Comparisons between the College Bound and control students reveal differences in favor of the College Bound students in all subject areas. The strongest deficit is noted in mathematics.

TABLE 14

Ninth Grade Entering Class of 1968
Class Grades

Course	COLLEGE BOUND N	Mean	S.D.	CONTROL N	Mean	S.D.	Diff. Bet.Means
Soc. Stud.	608	75.5	15.3	44	72.1	17.1	3.4
English	803	76.5	13.5	77	73.0	18.7	3.5
For. Lang.	709	73.3	16.4	53	69.7	17.1	3.6
Mathematics	782	66.8	17.1	69	64.6	17.2	2.2
Science	769	71.6	14.6	68	69.3	16.7	2.3

Tenth Grade Entering Class of 1968

Regents Marks

Table 15 presents the results of the foreign language, mathematics and science Regents for 10th grade College Bound and control students entering in 1968 who took the examinations. When comparisons were made between the College Bound and control students, no significant differences were found, although the College Bound students' marks consistently exceed those of the control students. The greatest area of student difficulty is in the mathematical area with average grades for both groups well below the passing level.

TABLE 15

Tenth Grade Entering Class of 1968
Regents Marks

	COLLEGE BOUND			CONTROL			Diff.	
	N	Means	S.C.	N	Mean	S.D.	Bet.Means	t
For. Lang.	508	68.9	17.6	9	68.5	15.4	.4	.1
Mathematics	603	58.1	20.2	12	51.1	18.5	7.0	1.2
Science	626	65.6	12.0	12	60.9	7.3	4.7	1.3

Table 16 presents the results of an analysis of covariance comparing 10th grade 1968 College Bound and control entrants on 1969-70 Regents marks, statistically adjusting these means on the basis of MAT pre-test (1968-69) scores obtained. It can be seen that none of the mean differences in marks observed between groups are statistically significant. The above results suggest that the College Bound Program did not materially improve the academic performance of 10th grade 1968 College Bound and control entrants, as reflected in Regents marks.

TABLE 16

Analysis of Covariance of 1969-1970 Regents Marks in Foreign Language, Mathematics and Science for Tenth Grade 1968 College Bound and Control Entrants with 1968 Reading and Mathematics MAT Scores Respectively as Co-Variates

Course	Pre-Test Mean (1968)	Post-Test Mean ('69-'70)	Adj. Post-Test Mean ('69-'70)	Number	Bet. Grp df	Within Grp df	F	Signif.
For. Lang.								
College Bound	48.6	68.3	68.3	353				
Control	47.5	68.5	68.8	9	1	360	.01	N.S.
Mathematics								
College Bound	49.2	57.7	57.7	399				
Control	44.0	51.1	54.0	12	1	409	.45	N.S.
Science								
College Bound	49.5	66.0	65.9	420				
Control	44.0	60.9	62.2	12	1	430	1.01	N.S.

Class Grades

An analysis of the 10th grade entering class of 1968 data in Table 17 shows the College Bound students outperforming the controls in all areas except science. It can be stated that although the College Bound students outperformed the controls in mathematics, it is, nevertheless, again the area of greatest student difficulty.

TABLE 17

Tenth Grade Entering Class of 1968
Class Grades

Course	COLLEGE BOUND N	Mean	S.D.	CONTROL N	Mean	S.D.	Diff. Bet. Means
Soc. Stud.	684	76.9	12.1	29	75.3	14.4	1.6
English	711	78.6	10.5	32	75.0	14.1	3.6
For. Lang.	507	73.8	14.4	18	70.0	19.5	3.8
Math	696	69.4	15.1	28	68.9	17.5	.5
Science	564	72.6	12.1	22	73.9	10.8	-1.3

Absence and Tardiness

Although the kinds of achievement data which have been presented are subject to difficulties in interpretation, absence and tardiness are relatively simple data. Even here, caution is necessary since there may be differences in accuracy of such data from school to school, but there is no reason to believe that there are systematic differences in accuracy of reporting between the experimental and control groups.

The mean absence data for the 9th and 10th grade groups are presented in Table 18, while the mean tardiness data for both groups are presented in Table 19. Absence is based on data for the entire school year rather than individual semesters, and the same is true for tardiness.

Comparisons on absence data between experimental and control classes will be made in terms of the 9th and 10th grade entering classes of 1967 and 1968. Table 18 shows that the 9th and 10th grade College Bound entering classes of 1967 and 1968 had significantly less absence in 1967-1968 and 1968-1969, respectively, than their control counterparts. The findings are all significant at the .01 level of confidence. Absence data for the current year (1969-1970) reveals that, with the exception of the 10th grade entering class of 1967, the College Bound groups had significantly less absence than the control groups.

Comparisons on tardiness data between experimental and control groups are also made in terms of the 9th and 10th grade 1967 and 1968 entering classes. Table 19 shows that the 9th grade College Bound entering class of 1967 had significantly less tardiness than its control counterpart in the 1967-1968 school year as well as in the 1969-1970 school year.

TABLE 18

Average Number of Days Absence Per Year

Entering Year	COLLEGE BOUND N	Mean	S.D.	CONTROL N	Mean	S.D.	Diff. Bet.Means	t	df
9th Gr.Entering Class of 1967									
Absences 1967-68	1897	16.9	9.4	274	19.9	20.7	3.0	4.1**	2164
Absences 1969-70	654	18.4	8.4	60	30.2	14.6	11.8	9.6**	712
10th Gr.Entering Class of 1967									
Absences 1967-68	889	12.9	6.7	171	18.5	19.0	5.6	6.8**	1058
Absences 1969-70	429	21.4	8.9	14	21.7	7.1	.3	.12	441
9th Gr.Entering Class of 1968									
Absences 1968-69	1136	15.5	8.8	120	23.6	17.4	8.1	8.5**	1254
Absences 1969-70	948	17.5	9.8	71	34.3	16.5	16.8	13.2**	1017
10th Gr.Entering Class of 1968									
Absences 1968-69	841	13.7	8.4	73	23.6	18.1	9.9	8.3**	912
Absences 1969-70	542	16.9	7.6	23	26.8	14.3	9.9	5.8**	563

** Significant at the .01 level

TABLE 19

Average Number of Days Tardy Per Year

Entering Year	COLLEGE BOUND N	Mean	S.D.	CONTROL N	Mean	S.D.	Diff. Bet.Means	t	df
9th Gr.Entering Class of 1967									
Tardiness 1967-68	1895	6.7	5.7	278	8.0	12.6	1.3	2.9**	2171
Tardiness 1969-70	451	14.1	8.1	42	16.9	8.3	2.8	2.13**	491
10th Gr.Entering Class of 1967									
Tardiness 1967-68	889	5.5	4.9	181	6.6	10.5	1.1	2.2*	1068
Tardiness 1969-70	323	17.5	10.0	11	25.7	12.8	8.2	2.64**	332
9th Gr.Entering Class of 1968									
Tardiness 1968-69	1126	6.1	4.4	120	9.4	11.5	3.3	6.2**	1244
Tardiness 1969-70	433	11.1	6.5	45	15.8	8.1	9.3	4.5**	476
10th Gr.Entering Class of 1968									
Tardiness 1968-69	840	5.4	5.1	73	10.2	17.2	4.8	5.7**	911
Tardiness 1969-70	379	14.6	8.0	17	18.7	8.5	4.1	2.06**	394

**Significant at the .01 level *Significant at the .05 level

The 10th grade College Bound entering class of 1967 had significantly less tardiness than its control counterpart in both the 1967-1968 and 1969-1970 school year. Table 19 also shows that 9th and 10th grade College Bound 1968 entrants had significantly less tardiness than their controls in the 1968-1969 school year as well as the 1969-1970 school year.

Retention

Information on loss of students from the College Bound Program is summarized in Table 20. The results are based on 2,049, 1,644, and 1,794 ninth grade entrants in 1967, 1968 and 1969 respectively and 1,004, 1,290 and 1,402 tenth grade entrants in each of these years.

TABLE 20

Percentage of College Bound Student Retention by Entry Data and Grade Level

	1967 Entrants		1968 Entrants		1969 Entrants		TOTALS: '67-'68-'69 Entr.
	Gr.9	Gr.10	Gr.9	Gr.10	Gr.9	Gr.10	
Changed Program	3.3	1.4	2.6	1.5	.6	1.4	1.8
Transferred Out-NYC	2.0	1.9	1.9	.4	.4	.3	1.2
Transferred Schools	1.6	2.5	3.1	1.2	.2	.3	1.5
Pregnancy-Marriage	.2	.3	.1	.2	.0	.1	.1
Work-Service-Other	.1	1.2	.4	.0	.0	.1	.2
Illness-etc.	.3	.3	.1	.2	.0	.1	.2
Academic Failure	11.3	12.9	4.5	4.1	.8	2.7	5.9
Conduct	.9	.3	.5	.2	.1	.1	.4
Truancy	4.7	2.4	3.6	.8	.8	.7	2.3
Other/No Reason	2.5	1.1	5.6	.9	.6	3.1	2.4
No Change	73.1	75.7	77.6	90.5	96.5	91.1	84.0

Of the 9,183 College Bound students who entered the 1967, 1968 and 1969 programs, 1.8 per cent changed their program, 1.2 per cent transferred outside of New York City, 1.5 per cent transferred to other schools within the city, .1 per cent became pregnant or married, .2 per cent entered the world of work, the service or some other occupation, .2 per cent dropped out because of illness, 5.9 per cent suffered academic failure, .4 per cent were discharged for reasons of conduct, 2.3 per cent were dropped for reasons of

truancy, 2.4 per cent were separated for miscellaneous reasons while 84.0 per cent of the 9,183 College Bound beginners remained in the program. For a program that has taken in high-risk students, many of whom would usually be considered "difficult" in behavior, these loss rates may be judged as most favorable. The 10th grade entrants in both 1967 and 1968 remained in the program to a greater degree than the 9th grade entrants, while the reverse holds true for the 1969 College Bound entrants.

Truancy figures show a substantial decline when comparing the 1967, 1968 and 1969 entering classes. The 1967 entrants have a combined truancy rate of 3.6 per cent, the 1968 entering classes 2.2 per cent while the 1969 entrants are truant at the average rate of .8 per cent. It is enteresting to note that the truancy rates of 4.7, 3.6 and .8 per cent for the 1967, 1968 and 1969 entering classes are higher than the 2.4, .8 and .7 per cent for the entering 10th grade classes of 1967, 1968 and 1969 respectively. It may well be that increased student maturity by grade ten is a possible reason for the decrease in student truancy.

Although the entering 10th grade class of 1967 is the only class to have graduated thus far from the College Bound Program and cross comparisons with other entering classes would be unrealistic at this time, certain discernible trends may be readily observed. The rate of student academic failure has shown a marked decline during each ensuing year the College Bound Program has been in existence which can be seen when a comparison is made with similar data presented in the evaluation report of 1968-1969. Student discharge for reasons of bad conduct has been substantially decreased. The number of students transferring out of the College Bound Program has declined. The holding power of the College Bound Program has

increased markedly with each succeeding year. It would seem that the College Bound Program is increasingly recruiting the type of student who tends to profit from the unique approaches to education inherent in the program. As the personnel involved in implementing the College Bound Program gain greater experience and their original objectives have become operationalized and either retained, re-defined, or discarded, the program serves to reflect the energies expended in order to achieve success.

DEMOGRAPHIC DATA ON COLLEGE BOUND STUDENTS

Ethnic Composition

The ethnic composition of students in the College Bound Program is shown below in Table 21. It is reflective of the general student population to be found in the high schools comprising the College Bound Program located in the lower socioeconomic areas of the city. The schools currently involved in the program are Andrew Jackson, Bay Ridge, Benjamin Franklin, Boys High, Bushwick, Charles Evans Hughes, Eastern District, Evander Childs, Franklin K. Lane, George Wingate, George Washington, Grover Cleveland, Haaren, James Monroe, John Jay, Julia Richman, Long Island City, Louis Brandeis, Morris, Prospect Heights, Samuel J. Tilden, Walton, Washington Irving, William Howard Taft, De Witt Clinton, Franklin D. Roosevelt and John Adams. Close to one-half of the 9,183 College Bound students participating in the program during 1967, 1968 and 1969 were Negro while slightly over one-fourth were Puerto Rican. The whites comprise approximately 18 per cent of the total College Bound student population during these years.

TABLE 21

Percentage of Students in College Bound Program by Ethnic Group

	1967 Entrants		1968 Entrants		1969 Entrants		TOTALS
	Gr.9	Gr.10	Gr.9	Gr.10	Gr.9	Gr.10	'67-'68-'69 Entr.
Negro	44.3	43.7	46.4	42.8	57.1	44.9	47.0
Puerto Rican	22.9	27.9	27.4	23.6	28.6	25.4	26.0
White	19.1	21.1	14.3	21.5	12.8	21.4	17.9
Other	1.8	4.8	3.4	4.2	1.5	3.8	3.0
No Record	10.9	2.5	8.5	7.9	0.0	4.5	6.1

Area of Birth

The distribution of College Bound students by area of birth is shown below in Table 22. Fifty per cent of the 9,183 students in the 1967, 1968 and 1969 College Bound entering classes were born in New York City. Next in order of frequency was Puerto Rico where 5.6 of the students in the program were born. The Southeastern United States was the third most populous region birthwise claiming 5.2 per cent of the College Bound students.

TABLE 22

Percentage of Students in College Bound Program by Area of Birth

	1967 Entrants		1968 Entrants		1969 Entrants		TOTALS
	Gr.9	Gr.10	Gr.9	Gr.10	Gr.9	Gr.10	'67-'68-'69Entr.
New York City	44.2	53.4	56.6	52.6	50.7	44.2	49.9
Northeast-U.S.A.	1.2	1.4	1.7	.7	1.4	1.2	1.3
Southeast-U.S.A.	4.6	4.2	8.2	4.9	5.4	3.4	5.2
Midwest-U.S.A.	.1	.4	.4	.7	.8	.3	.4
West Coast-U.S.A.	.2	.1	.4	.5	.2	.3	.3
Puerto Rico	5.7	7.4	6.7	5.1	4.9	4.1	5.6
West Indies	2.7	2.6	2.2	3.8	3.1	4.1	3.1
Europe	1.1	1.9	1.1	1.8	.9	1.7	1.4
Other Places	2.9	4.1	2.3	4.2	2.9	4.1	3.3
No Record	37.3	24.5	20.4	25.7	29.7	36.3	29.5

PROFESSIONAL STAFF ATTITUDES

Questionnaires were distributed to all teachers, guidance counselors and supervisors involved with the College Bound Program. A copy of the questionnaire is appended. It consisted of an eight-item rating scale related to the goals of the program. In addition, comments about the strengths and weaknesses of the program were solicited, and the staff members were asked what they thought the future of the program should be. Each respondent was asked to rate the effect of the program along a five point scale, as follows:

1. Program has had a strong adverse effect
2. Program has had some adverse effect
3. Program has had no effect
4. Program has had some positive effect
5. Program has had a strong positive effect

The results of the professional staff ratings are shown below in Table 23.

Table 23

Mean Professional Staff Program Evaluation Ratings

Item	Mean Rating	Per Cent Who Cannot Rate
1. Students' achievement in subject area	4.3	6.6
2. Students' study habits	4.2	9.3
3. Students' attitudes towards learning	4.4	6.6
4. Students' classroom behavior	3.9	3.7
5. Students' relations with class teachers	4.2	5.7
6. Providing curriculum better adapted to individual student's needs	4.1	7.8
7. Parent interest in student's scholastic progress	4.6	25.0
8. Students' interest in higher education	4.7	14.6

In general, the teachers appeared to see the program as having a quite positive effect on the students. This appeared to be greater in the areas of the students' relations with teachers and interest in higher education and slightly less in the areas of study habits, class behavior and a better curriculum. Generally, the teachers viewed the program as having positive value. These findings were almost identical to those of the previous school year.

It was found that 50 per cent of the respondents who answered the questionnaire wanted the program continued and 41 per cent wanted the program continued with some modification. Interestingly, this year 9 per cent wanted the program continued with extensive modification (the suggestions offered are reported below) while last year only 5 per cent fell in this category.

Professional staff comments were subjected to a content analysis. The most frequently mentioned strength of the College Bound Program was smaller class size; this accounted for 26 per cent of the responses. It was followed in frequency by greater individual attention to students accounting for 12 per cent of responses and improved guidance counseling accounting for 8 per cent of all responses. Other less frequently mentioned strengths were special classes, cultural activities and trips, better instructional materials, tutorial programs, and homogeneous grouping of students.

The most frequently mentioned weakness of the College Bound Program referred to initial selection and screening of students. This accounted

for 20 per cent of the responses. It was felt that selection should be more discriminating and that not all students are motivated or qualified for the program. Approximately 19 per cent reported that the students over-estimate their self worth and are over-protected, resulting in a "privileged elite" which fostered laziness. Another frequently mentioned weakness, accounting for 16 per cent of all responses, was the failure to remove those students who cannot cope with the program.

Suggestions for modification of the program seemed to follow directly from perceived weaknesses. Approximately 30 per cent of the responses referred to suggestions for more careful screening of candidates and removal of failing students and poorly motivated students. Other frequent suggestions included more diagnostic and corrective programs in specific skills, greater parent-teacher contact and an orientation program for both students and teachers so they will be aware of what is expected of them.

THE GUIDANCE AND FAMILY ASSISTANT PROGRAM

This chapter describes the implementation of the guidance and family assistant programs. The factual and evaluative statements are based upon frequent visits to schools and many discussions with counselors and co-ordinators. The section on the attitudes of the family assistants was based on questionnaires distributed to the family assistants by the Bureau of Educational Research.

Counselor Functions and Problems

One of the chief strengths of the College Bound Program is the student-counselor ratio of one counselor to every 100 students. Through a program of individual and group guidance, the counselor gets to know each student intimately and is in a position to offer the information, support and counseling necessary to help the student succeed academically and personally. Every student has a minimum of two individual interviews each year and some have as many as 15 scheduled sessions ranging from 15 minutes to an hour. The counselors also meet with groups of students on a regular basis for group counseling. This takes the form of providing the students with career and college information as well as utilizing the group counseling situation to help students solve common problems.

Besides the formal guidance program, counselors are available constantly to see students on a informal basis. It is not uncommon for students to seek out the help of the counselor for a variety of problems ranging from course selection and academic frustration to serious home

difficulties. In many cases, requests for individual help follow the group counseling sessions, and students who might not seek out the counselor's assistance are stimulated to do so by the contact they have had with him in the group situation.

The counselors keep an anecdotal record for each student on which they note significant data relating to counseling sessions, and to parent, teacher and agency contacts. Before each scheduled interview, they consult this record as well as attendance, health, achievement and standardized tests data. In this way the counselors have a full frame of reference in which to understand the student's situation.

Besides the usual problems encountered by the counselors relating to the students' health, personality difficulties, home situations and scholastic frustrations, the teachers' strike of 1968-1969 and the "student revolution" of 1969-1970 led to an increasing sense of alienation and distrust on the part of many students. The counselors found that some students were reluctant to participate in after-school tutoring programs or to engage in cultural activities because of their resentment to the lengthened school day. The racial tensions generated by the strike created a barrier in many cases between counselor and student, and many counselors found it increasingly difficult to establish a relationship where mutual trust and respect prevailed. On the other hand, few if any College Bound students were actually involved in disruptive demonstrations and protests which was in good measure a result of the counselor's constant efforts to help the youngsters articulate their grievances and seek constructive solutions.

It is important to note that the attendance of College Bound students is considerably better than that of students not in the program. This can be attributed in large measure to the vigilance of the counselors who check attendance regularly and contact both student and parent when a student is absent. Since many absences are symptomatic of deep-seated problems, a check of the reasons for a student's non-attendance often reveals complex situations. They are aided in this effort by the family assistants, who are para-professionals and usually come from the same community and ethnic background as the students. It is the family assistant's task to act as a liaison between the home and the school.

If the counselor finds a student to be in need of medical attention which the family cannot provide, the counselor helps him obtain these services. Many referrals were made to medical and dental clinics. In a number of cases, counselors arranged for eye examinations and the purchases of glasses. When a student is forced to remain out of school for some time because of a lengthy illness, the counselor contacts the student's teachers to obtain the assignments and an outline of the work to be covered.

When the counselor feels a student's difficulties stem from emotional problems, an attempt is made to refer the student to a mental health agency where he can be seen on a regular basis by a trained therapist. If the student's problems are related to social or environmental causes, counselors seek the assistance of community agencies. Both the counselors and family assistants keep an up-to-date list of community and mental health facilities in a particular area. For example, at one school the counselor and family assistant prepared an extensive booklet listing all

such facilities available in the Bronx. The booklet was distributed to other schools as well.

Another major focus on the counselor's program was related to narcotics information. Many counselors recognized the students' need for guidance on an individual and group basis with respect to the dangers of narcotics, and the alternatives to drug experimentation. Films and speeches were provided to supply the information, and in some cases, the services of the Addiction Services Agency were sought to help plan a program of narcotics education for the group.

While the counselors generally felt that the support and guidance they provided enabled many students to adopt patterns which will lead to personal fulfillment and academic success, there were still many frustrations. Many students still displayed self-defeating patterns. Too few were taking advantage of the tutorial assistance available. Counselors had to take an inordinate amount of time in obtaining from students the applications and forms which must be submitted as part of the college admission procedures. In many instances, the counselors felt that valuable time is taken away from the counseling of students because of clerical tasks and paper reports. In some cases, the friction that arises between counselor and coordinator draws off valuable time and energy.

College Selection

Counselors of 11th year students were very much involved in helping their students with college selection. They were aided in this by members of the College Bound Corporation, who interviewed many of the youngsters in an effort to help them match their interests and abilities

to particular colleges. The Corporation provided the counselors with a book containing profiles of the member colleges, and each student was required to fill out a preliminary form on which he indicated the colleges in which he was interested, and to which was attached a transcript and counselor appraisal. Some schools made provisions for special courses to help students prepare for the PSAT and SAT examinations. The counselors were instrumental in encouraging students to take this course and in contacting those whose attendance was irregular.

Counselors of the 12th year students were systematically involved in the procedures necessary in college applications. They wrote an individual recommendation for each student, collected teacher recommendations, and collated all necessary materials.

Trips to colleges were arranged through the College Bound Corporation and the coordinator. The counselor played a large part in selecting students for these visits and helping prepare them for the trip. Counselors were also instrumental in identifying special opportunities for students and helping them to apply for these programs. As a result, many College Bound students attended special summer sessions on college campuses and participated in work-study programs at local medical schools.

The counselors identified students who were capable of taking leadership positions in the school and encouraged them to do so. In a good many instances College Bound students hold key positions in student government or on school publications.

Counselor Relations To Teachers And Parents

The counselors were in almost daily contact with other members of the faculty. Teachers were encouraged to refer students whose performance is inadequate or whom they feel are in need of personal counseling. Conferences between teachers and counselors concerning these students and others who are having difficulty in the class were held periodically in order to help the student succeed. In some cases, new teachers were oriented to the purposes of the program and the social and environmental background of the students by the counselors.

The counselors also were in frequent contact with the parents. The family assistants who visited parents in their homes encouraged them to make appointments with the counselor, and many did so. Others who could not come in to school were invited to call the counselor to discuss the child's progress. Counselors participate in planning parent meetings and workshops and are often the key speakers at these events. While College Bound parent meetings are generally well attended, one counselor realized that some parents were absent. Consequently, she arranged to hold a series of parent workshops at the homes of various parents. Because of the informality of these meetings, they were well attended and meaningful discussions took place.

The Family Assistant Program

The family assistants were helpful in setting up the workshops with parents as they were in all other instances involving parental contacts. The family assistants visited parents in their homes at their convenience in order to explain the goals and purposes of the program and report on

the student's progress. These visits were arranged for in advance and, for the most part, the family assistants were greeted cordially. In many cases, the parents were happy to have a school representative reach out to them and often they turned to them for answers to many problems not directly related to the College Bound Program. In this way, the family assistant learned of special family problems and needs which might interfere with the child's scholastic achievement. Invariably the most serious problems revolved around the families' needs for improved housing and for medical and welfare assistance. When this was reported to the counselor by the family assistant, an effort was made to help the families obtain the services necessary for their health and welfare.

The guidance counselors supervise the work of the family assistants, and in most instances the relationship is an amicable one. When the guidance counselor recognizes the unique and valuable contributions made by the para-professional and makes an effort to include her as part of "the team," the situation functions well. On the other hand, in the few instances where the counselor sees the para-professional as a threat, or asserts her superiority to the family worker, the assistant's contribution is curtailed.

The background and preparation of the family workers is quite diverse. Many of them were school aides initially and some are parents of students in the school. A few have received training through the Women's Talent Corps or had experience working in Head Start or were active in community work. Because of the diversity of their preparation, it was thought advisable to institute a training program for them where

they could all obtain a common body of information. Assistants were encouraged to attend a 15 week training program offered by the Central Office of the College Bound Program in conjunction with the Bureau of Intergroup Relations. Approximately 75 per cent of the group attended and responded enthusiastically.

While the family assistants display a great deal of enthusiasm for their work, their morale tends to be undermined by their low rate of pay, irregular payments, the insecure nature of their position and the fact that there is no room for advancement. If these situations were alevi-ated, it would be easier to recruit people for the position and to maintain the positive spirit that generally prevails among the group.

Attitudes Of The Family Assistants To The Program

The College Bound budget provided for 114 family assistants, and nearly all were hired. The background information indicated that these staff members were fairly experienced. A sizeable proportion had other para-professional experience.

What did the family assistants think of the program? This question was answered by a seven-item questionnaire which attempted to examine the family assistants' attitudes toward that part of the program relevant to their work. They were asked to rate the effect of the program on a five point scale as follows:

1. Strong adverse effect
2. Some adverse effect
3. No effect
4. Some positive effect
5. Strong positive effect

The mean ratings of the family assistants are presented in Table 24.

As may be seen, the family assistants tended to rate the program as having between some positive effect and a strong positive effect. In particular, items one, two, four and seven received particularly high ratings. The family assistants appeared to feel that they were most successful in developing good relations and attitudes, and in conveying information to the counselors.

TABLE 24

Mean Ratings by Family Assistants of Home and Family Related Aspects of the College Bound Program

Item	Mean Ratings	Per Cent Who Couldn't Rate
1. Creating a good relationship between the school and home.	4.5	0
2. Helping parents to understand the goals and purposes of the program.	4.4	2.8
3. Helping the family to obtain the community services they need.	4.2	2.7
4. Giving the counselor information about any family situations that may interfere with the student's achievement.	4.4	2.8
5. Interpreting the parents attitudes and behavior to the teacher-in-charge (in terms of the problems of the neighborhood).	4.3	11.1
6. Helping parents to provide favorable home conditions so that the best learning can take place.	4.0	2.8
7. Helping parents to develop positive attitudes towards school for their children.	4.3	2.7

The family assistants seemed to feel the program was less effective in helping the family to secure services or change home conditions. Item five was omitted or not rated by about one-tenth of the respondents.

CURRICULUM

The curriculum in the College Bound Program was modified in such matters as pace, sequence, class programming and availability of tutorial help. The curriculum content was not diluted although it may have taken longer to cover a given amount of material. Each school in the College Bound Program has freedom to alter the pacing, and to some degree the sequence of the curriculum. Most of the changes made in the traditional curriculum were aimed at helping students succeed in the prescribed subject areas. Students in all schools were grouped homogeneously on the basis of ability, since there was a range of five years or more in achievement levels among the students. Since grouping could turn out to be arbitrary and not suited to student needs, several classes of varying abilities were organized in each subject for the same period of the day so that students could be shifted from one to another depending on need.

The schools were urged to begin their instruction based on where the student actually was in subject matter accomplishment rather than where he is supposed to be. For example, students might be given a year of pre-algebra before taking elementary algebra. In the 1967-1968 year, tutorial help was not available in nearly the amount needed to meet student requirements. Additional provisions were made for tutoring in 1968-1969 and 1969-1970 which did much to resolve some of the difficulties.

To provide additional preparation in the students' weak areas every school in the program required all students to carry a double period of English daily. This meant 80 minutes every day, twice the usual amount

of time alloted, and it permitted teachers to work individually with students, stress composition improvement and emphasize areas of particular weakness.

If students required three terms or more in which to satisfactorily complete two terms of a subject, the schools could adjust the courses of study. In 1967-1968, the extension of time was intended mainly for foreign languages and mathematics where there was a strong need for building basic skills. In 1968-1969 and 1969-1970, the time extension applied to science too. Most schools provided a time extension in mathematics for some students; over twelve schools made some provision in foreign language and science. In a number of cases in the 1967-1968 school year, not as many students were included in this time-extension program as should have been. Once the schools saw the scholastic results for the 1967-1968 year, the extension of time for adequate coverage of work was applied to more students in 1968-1969 and 1969- 1970.

These various adaptations make the student's day a full one. All students are scheduled for eight periods in school, some for nine. The additional course work may result in a student's spending five years rather than four to complete the college preparatory curriculum. The probable alternative is failure to graduate with an academic diploma.

Curriculum changes and new uses for educational assistants were tried in summer session where the supervisors and staff felt freer to experiment and innovate without restrictions imposed by diploma requirements. Changes in approach in mathematics, in particular, were considerable and met with much success. All the College Bound schools were notified about the

summer work and supplied with the materials that were used.

The flexibility of the College Bound Program to adapt the curriculum to perceived student needs and recommendations based on program evaluations has resulted in the initiation of a new approach to the teaching of mathematics in four of the College Bound schools. Despite obvious student needs in this area, limited funds prevent a more extensive program. Schools made an effort to relate "traditional" curriculum content to current student interests.

Many schools initiated imaginative and ingenious programs. One activity has involved several schools. A group of department chairmen in conjunction with the Board of Education's Standing Committee in Speech has prepared materials in oral communications which have been used experimentally in several schools. A curriculum has been developed which has been extended to a goodly number of College Bound schools.

Finally, many of the College Bound schools have been "adopted" by colleges in the consortium of colleges that comprise the College Bound Corporation. These colleges provide various forms of help to the schools, such as visits or trips to the college, and tutoring help. In some instances, the relationship has been seen by the schools as helpful and ample; in other instances there are reports that help has been promised but there was no follow through.

In general then, new departures have not only been permitted but encouraged. Their effective implementation depends, in the last analysis, on the effort, daring and ingenuity of teachers and supervisors.

THE ROLE OF THE NEW YORK COLLEGE BOUND CORPORATION AND COLLEGE ACCEPTANCES

Three and a half years ago, the New York College Bound member colleges and universities joined with the New York City school system to alter, through their combined efforts and strengths, the lives and expectations of a sizable number of students from disadvantageous situations. The New York College Bound Corporation is part of a three-part program: The Central Office of the Corporation, located at 210 East 86th Street New York, N.Y. represents more than 110 colleges and universities, and the College Bound Program of the New York City public school system. The Central Office of the Corporation helps coordinate this effort. The member colleges through the coordinating efforts of the New York College Bound Central Office supply auxiliary educational resources, supply motivational resources, and provides the post secondary training and financial aid for all successful College Bound graduates. The College Bound Program of the New York City school system is the compensatory agent which must retrieve past losses and prepare students to effectively compete in a college situation.

The New York College Bound Corporation has a continuous function of recruiting new college members; coordinates the affiliation program between local member colleges and the College Bound high schools; informs groups of parents and students about the role of the New York College Bound Corporation and about what to expect regarding the admissions process and the procedures in obtaining financial aid. Coincident with these functions was the primary one of matching, counseling and referring and forwarding the academic records of the first College Bound graduating class to member colleges, and the follow-through task of distributing College Bound member institution summaries and explaining applications for the colleges to the students. Since logic dictates that a well-informed student is

better prepared to make realistic decisions regarding colleges in terms of his demonstrated needs and abilities, the New York City College Bound Corp.(NYCBC) staff assists the student in gathering the information necessary for an intelligent decision. An effective program of student counseling must be varied in approach, stated in terms readily understood by the student and continually reinforced. To this end, the professional staff of NYCBC employs the following methods in the advisement of the College Bound student:

1) Group counseling sessions in which the various institutions are reviewed and discussed,pointing out the specific programs offered and helping to realistically evaluate their demands and services in the light of the students' demonstrated ability.

2) Acquainting the student through group counseling and newsletters with some of the salient features of the special programs offered by the member institutions not readily obtainable through traditional sources.

3) Providing training in college advisement and placement to the College Bound counselors and coordinators. To this end, NYCBC Orientation Sessions were held on March 9, 1970, and May 4, 1970 in which the mechanics of processing college applications and financial aid forms (including the Parents' Confidential Statement) were role-played by NYCBC associates and College Bound counselors.

The orientation meeting of March 9 was held at the Brotherhood In Action Building in New York. Presented at this meeting, attended by College Bound counselors and NYCBC associates, were group discussions on procedures for Placement and Planning. An NYCBC Guide Kit was given each participant to provide additional insight to the counselor in assisting the student to select a college which suits his needs and abilities.

The information provided by the Guide Kit included the general population,

degree of competitiveness, special strengths and subjective information regarding each member institution. The Guide Kit was specifically developed for use by College Bound candidates.

The Orientation meeting of NYCBC on May 4 was also held at the Brotherhood In Action Building but was held for 11th year College Bound Counselors and Coordinators only. The Counselors and Coordinators were given a most unique kit devised by NYCBC. The kit contained:

I. NYCBC Preliminary Referral Instructions

II. NYCBC Preliminary Interview Guide

III. NYCBC Guide to Planning Campus Visits

This type of extensive Orientation was held in an attempt to further improve the College Bound Program and give the minority student a better opportunity to get into the college that the student desired and aspired to.

4a) Preliminary records and supplementary information on 895 of the 920 College Bound seniors had been forwarded to NYCBC by the College Bound high school counselors. Most of these seniors were individually interviewed during their junior year and again in their senior year by NYCBC associates. NYCBC associates also spent the latter part of 1969 and early 1970 in small group counseling. These counseling sessions complemented the very vital counseling done by the College Bound counselors who were assisted by NYCBC member institution summaries forwarded to them by the NYCBC 86th Street office.

Using a computerized design from the Educational Testing Service, College Bound seniors were matched to appropriate member institutions. The computerized results, together with College Bound senior records and supplemental information previously sent to NYCBC by the College Bound high schools, were then transferred to member institutions, after cross-checking and correction.

NYCBC originally was committed to placing 50% of the College Bound successful graduates in private and New York State Member institutions and the other 50% in the City University of New York. It is noteworthy that over 70% of the first College Bound graduates were placed in private and New York State member institutions, with the remainder of College Bound graduates in The City University of New York. It can be seen in Table 25 that over 90% were accepted to one or more institutions of higher learning.

TABLE 25

Total Number of College Bound Students Accepted Private and New York State Member Institutions and the City University of New York

To 4 or more private colleges	49)	
To 3 colleges	50)	438
To 2 colleges	108)	
To 1 college	231)	
To CUNY only (4 year college)	370	
	808	Total

Table 26 presents a representative sampling of acceptances received as of April 22. A representative sampling is as follows:

TABLE 26

A Representative Sample of Acceptance Rates in Selected Institutions in the College Bound Program

INSTITUTIONS	ACCEPTANCE	INSTITUTION	ACCEPTANCE
Adelphi University	72	Mount Holyoke College	3
Barnard College	27	New York University	90
Bloomfield College	16	Pace College	38
Colby College	3	Pratt Institute	10
Colgate University	5	Princeton University	11
Columbia University	9	Rochester University	10
Connecticut College	14	Sarah Lawrence College	3
Cornell University	18	Smith College	3
Dartmouth College	2	Syracuse University	16
Fordham University	72	Trinity College	2
Hamilton College	2	University of Connecticut	15
Hobart College	20	William Smith College	19
Hofstra College	14	Wilmington College	7
Marymount College	6	Yale University	2

4b) The first Individual Preliminary Interviews were held by NYCBC on May 23, 1970 at Julia Richman High School for the purpose of bringing the student into direct contact with Admissions personnel and college students. The College Bound Students had an opportunity to look at colleges, and college Admissions Officers had an opportunity to get acquainted with the students on a one to one basis. Because this was a first venture for NYCBC, there were some minor problems which will eventually be resolved (i.e., over crowding for some colleges). But overall, feedback indicated that it was a very successful undertaking. Those students that did not get a chance to speak with all of the college Admissions Officers they desired are being individually interviewed by the admissions officers at the NYCBC 86th Street office and if convenient, at the college itself.

The College Bound Juniors have filled out an NYCBC Preliminary Referral Form indicating their 11th year averages, strong and weak subjects, family income, proposed major etc. Also included is a student statement and counselor and teachers' recommendations. These Preliminary Referral Forms, along with their indicated 5 college choices were forwarded to the NYCBC 86th Street office for approval before transferring copies to the colleges. In this way, NYCBC hopes to give member institutions the opportunity to preview information on College Bound students and give the College Bound student a better chance of college acceptance.

5) The NYCBC attempts to insure college success for the graduates. One of the roles of the New York College Bound Corporation is to concern itself with the in-service training of associates in school-college relations by giving them maximum exposure as mediators between the high schools and colleges. The NYCBC associate becomes an expert in dealing with the multitude of College Bound student transitional problems affecting the urban student.

Many NYCBC associates have moved into positions as admissions officers, financial aid officers, student personnel, recruitment officers or assistant deans and other higher education categories in member colleges. Hopefully this will help to alleviate the shortage of university personnel with expertise in minority student anxieties. Because of this, the turnover in central office personnel is great but deliberate. One outstanding achievement of NYCBC's training program, is that NYCBC now has associates working in strategic areas in such member institutions as Princeton University, City University of New York, Pace College, Columbia and New York Universities and the State Education Department of New Jersey. In this way, NYCBC has a wide spectrum of "relevant to needs" resource people it can consult. By training NYCBC professionals as on-campus "friends of the community" to our successful graduates of the College Bound Program, it becomes apparent that tremendous strides can be made by adequate, effective follow-up that will produce successful college graduates.

To ensure the transitional adjustment of College Bound college freshman,NYCBC Associates will visit each campus. The visits will consist of separate meetings with administrators, faculty, and students. Meetings with administrators and faculty members will be held to determine the degree to which their supportive services are meeting the needs of our students, and to offer whatever help they might need in order to improve and/or expend their services. Meetings with the College Bound students will be held in groups and with individuals. The discussions and interviews will be open-ended, supportive, and will attempt to deal directly with any problems they might have. If any of their problems are related to the attitudes of the college towards them, and to the quality of the special program, the information will be related to the administration with recommendations from NYCBC on ways to alleviate them. Assistance will be given if the student wants to transfer or wants to revise his educational objectives.There will be

review and revision of financial aid arrangements whenever it is deemed warranted.

To supplement the visits, as well as to ensure a viable data collection system, NYCBC will send forms to all College Bound students and their advisors, once a semester, for the first four semesters of their college careers. The forms will keep the Central Office of NYCBC abreast of student developmental progress, as well as alerting it to the kinds of problems that will arise. The accumulation of this material will further enable NYCBC to better advise the students presently in the College Bound high schools as well as providing the basic information that will be used to evaluate the effectiveness of the member colleges' supportive services.

6) In order for the College Bound counselors, coordinators, family assistants and selected College Bound students to more effectively keep abreast of new programs, to be exposed to successful methods of college advisement, and to have an opportunity to communicate their suggestions and observations to other high school and college personnel, the New York College Bound Corporation brings all of the "College Bound Family" into direct contact with college personnel through Membership Meetings and Workshops. Increased opportunity for face-to-face personalized contact between admissions officers and inner-city counselors provides an opportunity to learn about and from each other. The New York College Bound Corporation held two major workshops for high school counselors in the College Bound Program and admission officers of member institutions as well as the orientation sessions for junior and senior counselors previously described.

The first of these workshops, held at New York University, centered around the profile of the New York College Bound student. After a general description of the class of 1970, the admissions officers and the high school counselors broke up into informal groups in order to discuss more in depth the high school program of studies and the aspirations of the students.

In the workshop, the high school guidance counselor presented profiles of an individual College Bound student as he relates to the Program as a whole, the school at large and the community in which he lives. This initial large-scale exchange of information proved to be an invaluable experience, giving the college admissionspersonnel far deeper insight into the life of the "disadvantaged" student. It was followed by another workshop designed to better acquaint the College Bound high school counselors with the various aspects of the college selection process. This second workshop, held at Columbia University,was well attended and was more structured than the first. The Chairman of some of the Workshop Sessions (who was a college admissions officer) presented four actual cases of "disadvantaged" students who applied for admission in his institution, preceded by a brief introduction outlining the admissions criteria used at his college. The session was then further divided into mock admission committees,each of which discussed and made admission decisions based on their judgment, which was followed by the announcement of the actual determination made by the university and the rationale used in evaluating the various credentials. The success of the workshops,in bringing high school and college personnel together to discuss the common purpose of higher education for the College Bound student, has been manifested in terms of improved perceptions and actual exchanges of information. The family assistants and College Bound students that were the NYCBC's guests at these workshops also learned that college admission did not merely mean the filing of an application and waiting for an answer.

7) Affiliation Program:

From the opening of the Central Office in June 1967, staff members began visiting the charter colleges and universities of the Corporation. As with the additional institutions recruited the following Winter and Spring, the purpose was to learn the degree of proposed involvement of each college. This included

matching colleges and College Bound high schools, preferably those which are geographically proximate. In several cases, larger universities were asked to "adopt" two or three area high schools. In other cases, two or more smaller colleges were affiliated with single high schools. A list of suggested activities was provided the schools and colleges to serve as a point of departure for their future discussions. By the end of summer 1967, the initial pairings had been set, and these were later approved by the appropriate authorities in October, 1967. Initially, in order to reduce undue complications, the representatives of the matched schools and colleges were encouraged to contact each other directly to arrange initial discussions. However, guided by previous experience, the Academic Year 1969-70 saw a more direct involvement of the Central Office staff regarding the organization and function of the Affiliation Program. By the end of the first year it became more than apparent that the tutoring program was by far the most important aspect of the College-High School affiliations. In September of 1969, all participating high schools were contacted directly regarding the efficacy of their particular affiliation, their specific needs in tutoring in Academic areas (usually Math, Foreign Languages and Science), the number of tutors needed, and the most convenient hours for such activities. Where necessary, realignments between high schools and their colleges were made in order to achieve more satisfactory results, and the NYCBC college liaisons at the various institutions were contacted directly in order to help ensure a greater degree of participation. In addition to this more formal procedure, the directors of field training at the various branches of CUNY were contacted and college tutors were provided for more than three quarters of the College Bound high schools as part of their teacher training program. In addition, numerous student groups were contacted directly at the various campuses and numerous volunteers were obtained. Thus, by October of 1969, every participating high school was receiving satisfactory assistance as further

outlined under NYCBC's "Member Colleges and Universities." One of the problems that came out of the tutorial program was the requirement of the New York State Civil Service Commission that all State employees must take the loyalty oath and be fingerprinted. Those college student tutors who were applying for paid services objected to the fingerprinting and the loyalty oath on the grounds that it had nothing to do with tutoring a high school student. In most instances the college students rose above this, because of the legitimate and pressing needs of the high school students in the program, by continuing their efforts on a voluntary basis.

8) Campus trips were arranged by the New York College Bound Corporation. In addition, NYCBC has made great efforts to involve College Bound students in meaningful programs designed to expand their total awareness and increase their involvement and motivation in cultural and academic areas. Of the many activities organized by the NYCBC, (including participation in Upward Bound through Marist and Bennett Colleges), perhaps the two most outstanding programs are the Cooper Union College Bound Green Camp Summer Program and the Metropolitan Museum of Art College Bound Summer Program. Cooper Union's first College Bound Program, held during the summer of 1969, met with such success that a similar program, broadened in scope and permitting an increased enrollment of 110 students, was held again during the past summer.

It is a vital function of the NYCBC associates to provide the College Bound student with a professional spokesman fully aware of his needs and able to open up realistic avenues of thought in the consideration and selection of college choices. One of the most challenging tasks now confronting the corporation is to provide the vital support thought to be so necessary to help maintain the College Bound students who have entered college.

"We are striving on the one hand to prevent the high school walk-out and on the other hand to minimize the college drop-out," is how the role of the NYCBC is perceived by Joseph Francois, its current President.

SUMMARY AND RECOMMENDATIONS

The College Bound Program, instituted by the Board of Education of the City of New York in 1967, has been considered one of the most far-reaching attempts yet made to help disadvantaged students complete high school, enter and succeed in college. It provides intensive guidance, enrichment and instructional services to approximately 3,000 new 9th and 10th grade entrants each year, and maintains these services through their high school careers. There are currently 27 New York City high schools participating in the program.

It was found that about four-fifths of the College Bound group was drawn from minority groups (mainly Negro and Puerto Rican) and was about equally distributed between boys and girls. Most of the students were initially below par in tested achievement compared with other students in a college preparatory normative group. About two-thirds of the students began the program in 9th grade and one-third began in 10th grade.

The primary goal of the evaluation was to determine whether the College Bound Program materially improved the academic functioning of these students to the point of being able to succeed in college. The program was evaluated by recourse to several sources of data including: Metropolitan Achievement Test (MAT) results in reading and mathematics, class grades, Regents marks, absence and tardiness data, pupil retention data, and questionnaire data related to student and staff opinions and attitudes.

The analysis of the Spring 1970 MAT data for 1967 and 1968 entering College Bound and control students was statistically equated by covariance analysis to compensate for their initial inequality. Both 9th and 10th grade 1967 College Bound entrants achieved significantly higher adjusted mean scores on Mathematical Concepts and Computations than their control counterparts. Significant differences between 1967 entering groups on adjusted mean scores were not found in the reading area. Ninth and tenth grade 1968 College Bound and control entrants were similarly compared on Spring 1970 MAT results while statistically equating them for their initial inequality on each of the two MAT subtests respectively. On the mathematical subtest the 10th grade College Bound 1968 entrants had significantly higher adjusted means than their control group. No significant differences were found between 9th grade groups in this area. In a similar comparison of reading subtest scores the College Bound 10th graders were again found to surpass significantly the control 10th grade entrants. No significant differences were found for the 9th grade groups.

Academic functioning was further measured by using subject matter grades and Regents examination scores. While College Bound students generally received higher class grades the unstandardized nature of this index limits the reliance to be placed upon it. Regents marks obtained in 1969-70 were analyzed by standard statistical comparisons of means, and also by comparing means adjusted for initial differences between groups on initial MAT scores. Only one significant difference in adjusted mean score was obtained. The control students entering in 1968 achieved

higher adjusted science Regents grades in 1969-70 than the College Bound group. One explanation suggested for this finding was the possibility that control students selected less difficult courses with subsequent exposure to different Regents than College Bound students.

Absence data for the 1969-70 school year revealed that, with the exception of the 10th grade entering class of 1967, the College Bound groups had significantly less absence than the control groups. All College Bound groups had significantly less tardiness than their control counterparts in the 1968-69 and 1969-70 school years.

Retention data for the College Bound students who entered in 1967, 1968 and 1969 indicated that 84 per cent of the entrants studied remained in the program. The holding power of the College Bound Program was found to increase markedly with each succeeding year.

Questionnaires were distributed to all teachers, guidance counselors and supervisors involved in the College Bound Program. Generally, the teacher saw the program as having a positive effect on the students. The areas most positively influenced appeared to involve student interest in higher education and parent interest in student's scholastic progress. The most frequently mentioned strength of the College Bound Program was smaller class size,while the most frequently mentioned weakness referred to initial selection and screening of students who were not properly motivated.

One key component of the College Bound Program, the provision of one counselor for every 100 students, has been realized. In general the

counselors worked cooperatively and successfully with the family assistants. The counselors provided individual and group guidance to students in areas ranging from the hazards of drug abuse to the specifics of college selection and applications. They were aided in this latter function by members of the College Bound Corporation, who interviewed many of the youngsters in an effort to help them match their interests and abilities to particular colleges. The success of this operation is suggested by the finding that over 90 per cent of the first College Bound graduating class were accepted by one or more institutions of higher learning, and over 70 per cent were placed in private and College Bound Corporation colleges as opposed to colleges of the New York City University system.

The family assistants were found to be helpful in setting up workshops with parents as well as engaging in other parental contacts. The family assistants felt they were most successful in fostering good relationships and communication between the school and home, and in conveying information regarding family situations to the counselors. The also felt the program was least effective in helping the family to secure services, or change home conditions.

Curriculum innovations have continued to expand. Each school in the College Bound Program has freedom to alter the pacing, and to some degree the sequence of the curriculum. The schools were urged to begin their instruction based on where the student actually was in subject matter accomplishment, rather than where he was supposed to be. Tutorial help was made readily available. One unique feature of the program required all students in every school to carry a double period of English daily.

Since strong deficits in reading were noted among initial entrants, it is recommended that instruction and remediation in this area be given increased emphasis.

It is recommended that the expanded instructional program in mathematics be continued. While the program has proved to be successful in this area, mathematics still remains the area of greatest student deficit. Perhaps remedial services, in the way of special classes, can be provided those students with greatest need.

APPENDICES

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

COLLEGE BOUND INSTRUCTIONAL PROGRAM AT _____ HIGH SCHOOL
(Professional Staff Program Evaluation Scale)

_____ ____ ____
License held Reg. Sub. Total Years Teaching Experience _____

Present Position _____

Years of Experience in Program _____ Years of Experience in License _____

Below is a list of some of the goals of the College Bound Program. Please rate each item in terms of the effect of the Program on each goal. Check the number (1, 2, 3, 4, 5) which best describes your opinion of the effect of the Program on each objective.

1. Program has had a strong adverse effect
2. Program has had some adverse effect
3. Program has had no effect
4. Program has had some positive effect
5. Program has had a strong positive effect

Items	1	2	3	4	5	Can't Rate
1. Students' achievement in subject area						
2. Students' study habits						
3. Students' attitudes towards learning						
4. Students' classroom behavior						
5. Students' relations with class teachers						
6. Providing curriculum better adapted to individual student's needs						
7. Parent interest in student's scholastic progress						
8. Students' interest in higher education						

I. Indicate the major strengths of the Program:

II. Indicate the major weaknesses of the Program:

III. What suggestions do you have for modifying the Program next year.

As a result of my experience with this Program, I would like to see the program (check one)

/__/ continued /__/ continued with some modification /__/ continued with extensive modification

/__/ discontinued

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

Family Assistant Program Evaluation Scale

How long have you worked in this Program? _____

Have you ever worked in other Board of Education programs? Yes ___ No ___

If yes, how long did you work in these programs? _____

Below is a list of some of the goals of the College Bound Program for the Family Assistant. Please rate each statement in terms of the degree to which the Program has met these goals. Check a number (1, 2, 3, 4, 5) which describes your opinion of the effect of the Program on each goal listed. The meaning of each number is given below.

1. Program has had a strong negative effect.
2. Program has had some negative effect.
3. Program has had no effect.
4. Program has had some positive effect.
5. Program has had a strong positive effect.

Goals	1	2	3	4	5	Can't Rate
1. Creating a good relationship between the school and home.						
2. Helping parents to understand the goals and purposes of the Program.						
3. Helping the family to obtain the community services they need.						
4. Giving the counselor information about any family situations that may interfere with the student's achievement.						
5. Interpreting the parents' attitudes and behavior to the teacher-in-charge (in terms of the problems of the neighborhood).						
6. Helping parents to provide favorable home conditions so that the best learning can take place.						
7. Helping parents to develop positive attitudes towards school for their children.						

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

COLLEGE BOUND PROGRAM

SCHOOLS AND COORDINATORS

School	Coordinator
Manhattan	
Benjamin Franklin High School	Mrs. Shirley Ford
Charles Evans Hughes High School	Benjamin Jaffe
George Washington High School	Mrs. Marion M. Scully
Haaren High School	Harold Pockriss
Julia Richman High School	Mrs. Henrietta Gilbert
Louis Brandeis High School	Miss Esperanza V. Valdes
Washington Irving High School	Nicolena R. Astorina
Bronx	
De Witt Clinton High School	Gerard McLoughlin Adele Tannuccilli
Evander Childs High School	Mrs. Hildegarde K. Peskin
James Monroe High School	Mrs. Lillian Bullock
Morris High School	Nathan H. Brownstone
Walton High School	Mrs. Marguerite L. Young
William H. Taft High School	Mrs. Marion Rosen Donald Lasky
Brooklyn	
Bay Ridge High School	Mrs. Patricia Diamond
Boys High School	Frank N. Mickens
Bushwick High School	Mrs. Mary Bair-Bey
Canarsie High School	Mrs. Rose G. Deutsch
Eastern District High School	Marvin Grumet
Franklin K. Lane High School	Jack Norwin
George W ingate High School	Mrs. Sylvia Hammer
Grover Cleveland High School	Joseph W. Kabetts
John Jay High School	William Radovich
Midwood High School	Mrs. Sylvia Rosman
Prospect Heights High School	Mrs. Ruth Novak
Samuel J. Tilden High School	Eureal J. Jackson
Queens	
Andrew Jackson High School	Miss Frederica Tomlinson
Long Island City High School	Louis S. Fischer

COLLEGE BOUND GRADUATING CLASS 1970

COLLEGE ATTENDANCE BY TYPE OF COLLEGE

CITY UNIVERSITY		
4 Year Colleges		
Hunter		127
City College		119
Lehman		44
Queens		36
Baruch		22
Brooklyn		12
York		11
John Jay		7
	Total	378
2 Year Colleges		
Queensborough Community		16
Bronx Community		13
Manhattan Community		10
New York Community		7
Kingsborough Community		5
Staten Island Community		5
	Total	56
Total attending a branch of City University		434
STATE UNIVERSITY		
4 Year Colleges		
Albany		21
Stonybrook		12
New Paltz		7
Farmingdale		5
Geneseo		4
Plattsburgh		3
Brockport		2
Buffalo		2
Maritime		2
Potsdam		2
Binghamton		1
Courtland		1
Oswego		1
Oneonta		1
	Total	64
2 Year Colleges		
Fashion Institute of Technology		4
Fulton-Montgomery Community College		1
	Total	5
Total attending a branch of State University		69

PRIVATE COLLEGES
Within the College Bound Corporation

New York University	38
Fordham	33
Adelphi	15
Hobart	14
Wagner	14
University of Connecticut	13
Manhattan	12
Barnard	9
Syracuse	9
Wilmington	9
Connecticut College	8
Pace	7
Cornell	6
Lincoln	6
University of Rochester	6
William Smith	6
Colgate	5
Princeton	5
Bard	4
Brooklyn Polytech	4
Columbia	4
St. John's	4
C. W. Post	3
Elizabeth Seton	3
Bloomfield	2
Columbia Pharmacy	2
Hartford	2
Hofstra	2
Keuka	2
Long Island University	2
Mt. Holyoke	2
New Rochelle	2
Pratt	2
St. Lawrence	2
Stevens Institute	2
Wells	2
Gettysburg	1
Muhlenberg	1
Siena	1
Brooklyn College of Pharmacy	1
College of Insurance	1
Dartmouth	1
Hamilton	1
Harvard	1
Manhattanville	1
Marist	1
Marymount	1
Mt. St. Vincent	1
Russell Sage	1
Sarah Lawrence	1
St. Francis	1
Yale	1
Total	277

OUTSIDE THE COLLEGE BOUND CORPORATION

4 Year Colleges

Howard		3
Ithaca		3
Gannon		2
Hampton Institute		2
Morgan State		2
Antioch		1
Berkely-Claremont		1
Catholic University of Puerto Rico		1
Colby		1
Duke		1
Goshen		1
Indiana State University		1
Internat'l American Univ.Puerto Rico		1
Marquette		1
Maryland		1
Miami		1
New Hampshire		1
New Mexico State		1
Ottawa		1
Southern Illinois		1
Smith		1
St. John Fisher		1
University of Oklahoma		1
University of Pittsburgh		1
University of Puerto Rico		1
Utica		1
Wheaton		1
	Total	34

2 Year Colleges

Academy of Aeronautics		1
College of St. Catherine		1
Ft. Lauderdale		1
	Total	3

Total attending college outside the NYCBC 37

STATISTICAL ANALYSIS

Number in graduating class	869	
Number who graduated	819	94%
Academic diplomas	475	58%
General diplomas	344	42%
Number of graduates electing to attend college	817	99+%
Percentage going to 4 year colleges		92%
Percentage going to 2 year colleges		8%
Percentage CUNY		53%
Percentage 4 year		46%
Percentage 2 year		7%
Percentage SUNY		8.5%
Percentage 4 year		7.9%
Percentage 2 year		.6%
Percentage attending private colleges		38.5%
Percentage within NYCBC (all 4 year)		34.0%
Percentage outside NYCBC		4.5%
Percentage 4 year	4.1%	
Percentage 2 year	.4%	